



REQUEST FOR INFORMATION

Diagnostic Assessments in English-
Language Arts and Mathematics for
Students in Grade Two

Released: August 25, 2014

Responses Due: September 22, 2014

California Assessment of Student Performance and Progress (CAASPP) Office
Assessment Development and Administration Division
California Department of Education
1430 N Street, Suite 4409
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I. PURPOSE

The California Department of Education (CDE) issues this Request for Information (RFI) with the purpose of soliciting information about currently available diagnostic assessments in English-language arts (ELA) and mathematics for students in grade two and to satisfy the requirements of California *Education Code (EC)* Section 60644. Respondents may submit information in response to this RFI for diagnostic assessments for students in grade two for ELA, mathematics, or both. Each diagnostic assessment will require a separate submission to this RFI.

Information gathered through this RFI process will be used by the CDE to develop and post on its Web site a list of diagnostic assessments that meet the requirements of California *EC* 60644 and pass the review based on the criteria outlined in this RFI. **This RFI will not result in a contract with the CDE.**

II. BACKGROUND AND LEGISLATIVE INTENT

Historically, students in grade two have participated in the statewide assessment system by taking a summative assessment in the spring of each year. The signing of Assembly Bill 484 ushered in a new statewide assessment system, for which implementation began January 1, 2014. Under the new statewide assessment system, the requirement that students in grade two participate in the summative assessment was removed. To ensure that teachers have information about the developing language arts and computational skills of their students, Senator Liu authored Senate Bill 247, Chapter 479, Statutes of 2013. This legislation enacted a new requirement that the CDE gather information regarding existing diagnostic assessments, evaluate that information to ensure that the legal requirements, and other criteria are met, and make the information available to local educational agencies (LEAs).

Section 60644(a) of the California *EC* states that by November 1, 2014 the CDE:

“...shall identify and make available to school districts information regarding existing assessments in language arts and mathematics that are aligned to the common core academic content standards adopted pursuant to Section 60605.8 and appropriate for pupils in grade 2 for diagnostic use by classroom teachers. The purpose of these assessments shall be to aid teachers and to gain information about the developing language arts and computational skills of pupils in grade 2.”

Per California *EC* Section 60644(c), the CDE:

“...shall ensure that the selected grade 2 diagnostic assessments are valid for purposes of identifying particular knowledge or skills a pupil has or has not acquired in order to inform instruction and make educational decisions. The selected grade 2 diagnostic assessments shall not be valid measures for purposes of pupil, personnel, or local educational agency accountability.”

LEAs have historically administered diagnostic assessments to their students to identify knowledge or skills students have or have not acquired in order to inform classroom instruction and make educational decisions. The list of diagnostic assessments developed through this RFI will provide LEAs with additional information and options regarding diagnostic assessments in ELA and mathematics for students in grade two.

All costs associated with the use of any diagnostic assessment identified through this RFI for students in grade two will be the responsibility of the LEA. Furthermore, LEAs that wish to purchase diagnostic assessments for students in grade two, that have been identified as meeting the criteria specified in this RFI, will be required to contract for those services directly with the identified Respondent, not through the CDE.

Per *EC* Section 60644, the savings realized from the elimination of the grade two standards-based assessments shall be used by LEAs to administer the grade two diagnostic assessments identified through this RFI process. Per California *Code of Regulations*, Title 5 (5 *CCR*) Section 862(a)(8) beginning in 2014–15, LEAs will be required to report to the CDE the number of students in grade two who are administered a diagnostic assessment pursuant to *EC* Section 60644. This information will be used to determine apportionment funding of approximately \$2.52 per student who is administered a grade two diagnostic assessment to offset the costs of administering these assessments. The State Board of Education (SBE) sets the statewide testing apportionment rates annually.

III. ELIGIBLE ENTITIES

Entities eligible to submit information through this RFI include, but are not limited to:

- LEAs (i.e. County Offices of Education, school districts, and direct-funded charter schools);
- Private for-profit organizations, including but not limited to test publishers and research organizations;
- Non-profit organizations; and

- Institutions of Higher Education.

IV. GENERAL INFORMATION

This section contains information about the timeline for activities, intent to submit process, submitting questions about this RFI, the suggested submission format, submission instructions, and the review process.

By responding to this RFI, Respondents acknowledge the following:

- All costs related to the preparation and submission of information in response to this RFI are the sole responsibility of the Respondent.
- Submitting a response to this RFI will not result in a contract with the CDE, the SBE, or the State of California, nor are any contracts with any California school or LEA guaranteed as a result of a submission to this RFI.
- Any business entity that intends to enter into a contract with a school or an LEA to provide diagnostic assessment services is required by law to be registered with the California Secretary of State, and should be prepared to have a current Certificate of Good Standing issued by the California Secretary of State. The required document(s) may be obtained through the Certification Unit by phone at 916-657-5251 or through the California Secretary of State Information Requests Web page at <http://www.sos.ca.gov/business/be/information-requests.htm>.
- All information submitted in response to this RFI becomes the physical property of the CDE and may be provided to members of the public through a Public Records Act request. Respondents should consult with their own legal counsel as necessary to protect any patent disclosed or any trademark or copyright contained in the submission.

A. Submission Timeline

Activity	Date
RFI Released by the CDE	August 25, 2014
Intent to Submit Form Due	August 28, 2014
Deadline to submit questions to the CDE about the RFI	September 3, 2014
CDE will post responses to all questions received by the deadline	September 8, 2014
Submissions Due	September 22, 2014
Review of the Submissions to this RFI	September 25– October 1, 2014
List of Diagnostic Assessments that Meet Established Criteria Posted on the CDE Request for Information Grade Two Diagnostic Assessments Web page	October 31, 2014 (Tentative)

To aid the CDE in planning for the review of submissions, respondents are strongly encouraged to submit an [Intent to Submit](#) form electronically by Thursday, August 28, 2014 (5 p.m. Pacific Daylight Time [PDT]).

The Intent to Submit form includes the following information:

- Organization Name;
- Contact Information, including Organization’s representative (title, address, telephone number, cell phone number, and e-mail address); and
- Subject areas of diagnostic assessments planned for submission (ELA, mathematics, or both).

B. Submission of Questions

Respondents may submit questions, requests for clarification, concerns, and/or comments (hereinafter referred to collectively as “questions”) regarding this RFI to the CDE.

The Respondent must include its organization’s name, e-mail address, and telephone number with its submission of questions. The Respondent must specify the relevant part, section, and page number of this RFI for each question submitted. The CDE reserves the right not to respond to particular questions.

All questions related to this RFI must be received by the CDE on Tuesday, September 3, 2014 (5 p.m. PDT). Questions should be submitted via e-mail to caaspp@cde.ca.gov. **The subject line of the e-mail must read “Questions on the Grade Two Diagnostic Assessment RFI.”**

The CDE will provide written responses to questions received by the deadline on or before Monday, September 8, 2014 to each Respondent that submitted an Intent to Submit form. Written responses will be posted on the [CDE Request for Information Grade Two Diagnostic Assessments Web page](#).

C. Submission Format

It is suggested that submissions to this RFI be prepared by consulting the guidelines below. A consistent format will aid in the review process.

- 12-point Arial font.
- 1” margins on all sides.
- Footer on each page with page number and name of the Respondent.
- Label each part, section, and subsection of the submission by its number and title in the order as outlined in this RFI (e.g., Part 1, Section 2 – b. Scoring and Reporting).
- Use the Attachments provided as part of this RFI.

D. Submission Instructions

- Any Respondent submitting information for diagnostic assessments in both ELA and mathematics should submit a separate complete submission package for each assessment in each content area.
- Send one (1) signed and clearly marked original and eight (8) double-sided copies of each submission. Respondents are urged to use Express, Certified, or Registered U.S. mail. **Submissions sent via e-mail or fax will not be accepted.**
- Each submission must be **received by** the CDE Assessment Development and Administration Division by 5 p.m. PDT on Monday, September 22, 2014.

- Mail or deliver submissions to:

Shobhana Rishi, Education Programs Consultant
Assessment Development and Administration Division
California Department of Education
1430 N Street, Suite 4409
Sacramento, CA 95814

E. Submission Checklist

Respondents may use the Submission Checklist (Attachment B) to aid them in preparing their submissions. The Submission Checklist identifies each part, section, subsection, and attachment in the order in which it should appear in the submission package.

F. Submission Review Process

Review of the submitted diagnostic assessments will follow the process below.

- The CDE will review all submissions received by the due date.
- The CDE may contact the Respondent to seek clarification on aspects of a Respondent's submission during the review process.
- The CDE will convene and train a group of CDE staff and/or other California educators who have familiarity with the Common Core State Standards (CCSS) in ELA and/or mathematics, and have experience (i.e., teaching or administrative) in primary grades to participate in the review of submissions to this RFI.
- Upon completion of the review process, the CDE will post on its Web site a list of diagnostic assessments in ELA and mathematics for students in grade two that meet the requirements outlined in California *EC* Section 60644.

V. INFORMATION REQUESTED FROM RESPONDENTS

This section describes the information and documentation that should be submitted in response to this RFI.

Part 1 – General Information

In this part, the Respondent should submit information about various features of the diagnostic assessment. The information gathered from Part 1 will not be used in the review of the diagnostic assessment, but rather will be included for informational purposes on the CDE Web site and is intended to help schools and school districts determine which diagnostic assessments may be best suited for their particular needs.

Section 1 – Background of Respondent

Include the following information in this section:

- An overview of the organization and its background, if any, in providing curriculum and diagnostic assessments for students in primary grades in ELA and/or mathematics.
- A description of the legal entity (i.e. sole proprietorship, partnership, non-profit organization, association, corporation, etc.).
- Evidence that the organization is in good standing with the California Secretary of State and authorized to conduct business in the State of California. If the Certificate of Good Standing is in progress, please indicate so and the expected date of receipt from the California Secretary of State.
- Estimate of costs of services for schools or LEAs including the full costs a school or an LEA would be expected to pay for services, per-student costs, time and materials costs that are associated with special services not required for standard administration of the diagnostic assessment, costs for reports or data services not included in the per-student cost, and costs for any additional services available to schools or LEAs. It is understood that these costs are subject to change without notice; subject to the procurement processes of the school or LEA choosing to contract with the Respondent; quantity and other discounts; and other factors.

Section 2 – Features of the Diagnostic Assessment

In this section, the Respondent should describe the following features of the proposed diagnostic assessment: administration mode and technology requirements, scoring, and a description of the results and reports provided from the assessment.

a. Assessment Administration Information and Technology Requirements

- Mode of administration for the assessment (paper and pencil, computer-based administration, or both).
- Average testing time.
- The number of recommended administrations and the points during the instructional year at which the assessment should be administered (e.g., a certain percentage of the way through the school year or after certain content standards are covered in the classroom).
- Any technology requirements associated with the administration of the diagnostic assessment (i.e. specific hardware or software required).
- Availability of the diagnostic assessment in languages other than English.
- Availability of the diagnostic assessment in other formats (i.e., large print, Braille, audio).
- Availability of various accommodations for students.

b. Scoring and Reporting

- Information about the scoring methodology (e.g., locally scored by teachers, centrally scored by Respondent, or scored via computer technology).
- Anticipated time required for scoring and reporting after submission of student tests.
- Description of the reporting categories for assessment results, including any performance level descriptors and/or achievement level descriptors.

Part 2 – Technical Documentation

In this part, the Respondent should submit information about content alignment and other technical features of the diagnostic assessment to ensure that it meets the criteria specified in California *EC* Section 60644. This information will be evaluated against the review criteria outlined in Attachment E to determine if the legal requirements are satisfied.

Section 1 – Evidence of Content Alignment with the CCSS

In this section, the Respondent should provide an overview of the content and skills measured by the diagnostic assessment, and evidence of alignment with the California CCSS in ELA or mathematics.

Content coverage and alignment to the CCSS will be determined at the strand level. To aid the CDE in its review, each Respondent is strongly encouraged to complete Attachment C (Evidence of Content Alignment to the California CCSS - English-language arts, Grade Two) and/or Attachment D (Evidence of Content Alignment to the California – Mathematics, Grade Two), as appropriate. At a minimum, Respondents should provide information in their submission that addresses the elements identified in Attachment C and/or D (i.e., number of items per standard and the type of items used to measure each standard). Respondents should also describe the process used to determine alignment of items with the CCSS. Failure to provide such information may cause the CDE to have insufficient information to determine that the diagnostic assessment is aligned to the CCSS.

Section 2 – Psychometric Properties

At a minimum, per California *EC* Section 60644(c), the diagnostic assessment must be valid for the purposes of identifying particular knowledge or skills a student has or has not acquired in order to inform instruction and make educational decisions.

In this section of the RFI, the Respondent should report on the technical qualities of the diagnostic assessment including its validity and appropriateness for intended use, and reliability. Respondents may submit Technical Report, if available. Respondents should also provide information and/or evidence that the diagnostic assessment was developed in accordance with the applicable standards for test construction contained in the *Standards for Educational and Psychological Testing (SEPT)*, Washington D.C., American Research Association 2014. Failure to provide such information may cause the CDE to have insufficient information to determine that the diagnostic assessment meets the criteria set forth by California *EC* Section 60644.

a. Validity and Appropriateness for the Intended Use

- Evidence that the assessment has items of varied difficulty that cover the entire range of abilities of students in grade two, especially that there is significant coverage (i.e., sufficient number of items) at the lower and upper ends of the distribution.
- Evidence of validity (i.e., content, construct, concurrent, or predictive) to support conclusions about student performance against the measured standards and/or improvement in student performance over time.
- Estimates of standard error measurement.
- Evidence that the diagnostic assessment is developmentally appropriate and does not exhibit bias toward any particular group of students, including ELs and students with disabilities.
- Documentation of the scoring process and inferences made from student scores. This may include how the assessment classifies students into reporting categories, and evidence supporting validity of the standard setting process and resulting cut-scores. Provide information about the norming sample used and the date of the norming study.
- Description of how scores are reported, including a sample report with associated guidance on score interpretation and use.
- A sample test.

b. Reliability

- Estimates of reliability (e.g., Cronbach's alpha, test-retest, Spearman-Brown prophecy).

ATTACHMENT A
Submission Cover Sheet

Attachment A SUBMISSION COVER SHEET Diagnostic Assessment for Students in Grade Two California Department of Education	
Name of Diagnostic Assessment:	
Content Area for Diagnostic Assessment:	
Organization Name:	
Mailing Address:	County:
City:	ZIP Code:
Name of Primary Contact:	Telephone:
Title:	Fax:
E-Mail Address:	
<p>Certification: As the Organization's representative, I certify that all the information contained within this submission accurately describes the general and technical features of the proposed diagnostic assessment.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 60%;"> <p>_____ Signature of Organization's Representative (Please sign with blue ink)</p> </div> <div style="width: 35%; text-align: center;"> <p>_____ Date</p> </div> </div>	
Type or print name:	Title:

ATTACHMENT B

**Submission Checklist for
Diagnostic Assessments in English-language Arts and Mathematics
for Students in Grade Two**

Attachment B

Submission Checklist for Diagnostic Assessments in English-language Arts and Mathematics for Students in Grade Two

- ☐ Application package includes one (1) signed and clearly marked original and eight (8) copies of each submission. Respondents are urged to use Express, Certified or Registered U.S. Mail. **Submissions sent via e-mail or fax will not be accepted.**

- ☐ Submission includes all requested parts, sections, subsections, and forms, and/or information requested in the following suggested order:
 - Submission Cover Sheet with signature of Organization's representative in **blue ink** (Attachment A)
 - Part 1, Section 1 – Background of Respondent
 - Part 1, Section 2 – Features of the Diagnostic Assessment
 - Part 1, Section 2 – a. Assessment Administration Information and Technology Requirements
 - Part 1, Section 2 – b. Scoring and Reporting
 - Part 2, Section 1 – Evidence of Content Alignment with the CCSS (Completion of Attachment C – Evidence of Content Alignment to the California CCSS – English-Language Arts, Grade Two or Attachment D – Evidence of Content Alignment to the California CCSS – Mathematics is strongly encouraged. At a minimum, each Respondent should provide information about alignment with the CCSS, number of items per standard, and the type of items for each standard.)
 - Part 2, Section 2 – Psychometric Properties
 - Part 2, Section 2 – a. Validity and Appropriateness for the Intended Use
 - Part 2, Section 2 – b. Reliability

ATTACHMENT C

**Evidence of Content Alignment to the California CCSS –
English-Language Arts, Grade Two**

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	READING STANDARDS FOR LITERATURE		
	Key Ideas and Details		
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
RL.2.3	Describe how characters in a story respond to major events and challenges.		
	Craft and Structure		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA		
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
Integration of Knowledge and Ideas			
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
RL.2.8	(Not applicable to literature)		
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
Range of Reading and Level of Text Complexity			
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Total Number of Items for Reading Standards for Literature Strand			

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	READING STANDARDS FOR INFORMATIONAL TEXT		
	Key Ideas and Details		
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
	Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language standards 4–6 for additional expectations.) CA		
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
	Integration of Knowledge and Ideas		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
RI.2.8	Describe how reasons support specific points the author makes in a text.		
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.		
	Range of Reading and Level of Text Complexity		
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Total Number of Items for Reading Standards for Informational Text Strand			

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	READING STANDARDS: FOUNDATIONAL SKILLS		
	Phonics and Word Recognition		
RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Distinguish long and short vowels when reading regularly spelled one-syllable words.		
RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Know spelling-sound correspondences for additional common vowel teams.		
RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Decode regularly spelled two-syllable words with long vowels.		
RF.2.3d	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Decode words with common prefixes and suffixes.		
RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Identify words with inconsistent but common spelling-sound correspondences.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA Recognize and read grade-appropriate irregularly spelled words.		
	Fluency		
RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.		
RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.2.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Total Number of Items for Reading Standards: Foundational Skills Strand			

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	WRITING		
	Text Types and Purposes		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , and, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
	Production and Distribution of Writing		
W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
	Research to Build and Present Knowledge		
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
W.2.9	(Begins in grade 4)	Not Applicable	
	Range of Writing		
W.2.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA		
Total Number of Items for Writing Strand			

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	SPEAKING AND LISTENING		
	Comprehension and Collaboration		
SL.2.1a	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.2.1b	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.		
SL.2.1c	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.2a	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Give and follow three- and four-step oral directions. CA		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Presentation of Knowledge and Ideas			
SL.2.4a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
Total Number of Items for Speaking and Listening Strand			

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	LANGUAGE		
	Conventions of Standard English		
L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., <i>group</i>).		
L.2.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).		
L.2.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).		
L.2.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).		
L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		
L.2.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Create readable documents with legible print. CA		
L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.		
L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.		
L.2.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
L.2.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
	Knowledge of Language		
L.2.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.		
	Vocabulary Acquisitions and Use		
L.2.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
L.2.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).		
L.2.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).		
L.2.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).		

*California Common Core State Standards changes in **bold**.

Attachment C

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA		
L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).		
L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).		
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		
Total Number of Items in Language Strand			

*California Common Core State Standards changes in **bold**.

ATTACHMENT D

**Evidence of Content Alignment to the California CCSS –
Mathematics, Grade Two**

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	OPERATIONS AND ALGEBRAIC THINKING		
	Represent and solve problems involving addition and subtraction		
2.OA 1.	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		
	Add and subtract within 20		
2.OA 2.	Fluently add and subtract within 20 using mental strategies. ¹ By end of Grade 2, know from memory all sums of two one-digit numbers.		
	Work with equal groups of objects to gain foundations for multiplication		
2.OA 3.	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.		
2.OA 4.	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		
Total Number of Items in Operations and Algebraic Thinking Strand			

*California Common Core State Standards changes in **bold**.

¹ See standard 1.OA 6 for a list of mental strategies.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	NUMBER AND OPERATIONS IN BASE TEN		
	Understand place value		
2.NBT 1a.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a “hundred.”		
2.NBT 1b.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		
2.NBT 2.	Count within 1000; skip-count by 2s , 5s, 10s, and 100s.		
2.NBT 3.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		
2.NBT 4.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		
	Use place value understanding and properties of operations to add and subtract		
2.NBT 5.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		
2.NBT 6.	Add up to four two-digit numbers using strategies based on place value and properties of operations.		

*California Common Core State Standards changes in **bold**.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
2.NBT 7.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
<u>2.NBT 7.1</u>	<u>Use estimation strategies to make reasonable estimates in problem solving</u>		
2.NBT 8.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		
2.NBT 9.	Explain why addition and subtraction strategies work, using place value and the properties of operations. ²		
Total Number of Items in Numbers and Operations in Base Ten Strand			

*California Common Core State Standards changes in **bold**.

² Explanations may be supported by drawings or objects.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	MEASUREMENT AND DATA		
	Measure and estimate lengths in standard units		
2.MD 1.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		
2.MD 2.	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.MD 3.	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD 4.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
	Relate addition and subtraction to length		
2.MD 5.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
2.MD 6.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		

*California Common Core State Standards changes in **bold**.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
	Work with time and money		
2.MD 7.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <u>Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).</u>		
2.MD 8.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>		
	Represent and interpret data		
2.MD 9.	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
2.MD 10.	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		
Total Number of Items in Measurement and Data Strand			

*California Common Core State Standards changes in **bold**.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	GEOMETRY		
	Reason with shapes and their attributes		
2.G 1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ³ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		
2.G 2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		
2.G 3.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		
Total Number of Items in Geometry Strand			

*California Common Core State Standards changes in **bold**.

³ Sizes are compared directly or visually, not compared by measuring.

Attachment D

	Standard*	Number of Items per Standard	Type of Items (e.g., MC = Multiple Choice; CR = Constructed Response; PT = Performance Task; Other)
Strand	MATHEMATICAL PRACTICES		
MP 1.	Make sense of problems and persevere in solving them.		
MP 2.	Reason abstractly and quantitatively.		
MP 3.	Construct viable arguments and critique the reasoning of others.		
MP 4.	Model with mathematics.		
MP 5.	Use appropriate tools strategically.		
MP 6.	Attend to precision.		
MP 7.	Look for and make use of structure.		
MP 8.	Look for and express regularity in repeated reasoning.		
Total Number of Items in Mathematical Practices Strand			

*California Common Core State Standards changes in **bold**.

ATTACHMENT E

Review Criteria

Attachment E

Review Criteria

1. Alignment to the Grade Two Common Core State Standards

California *Education Code (EC)* Section 60644 requires the California Department of Education (CDE) to identify from existing assessments, those that are aligned to the grade two Common Core State Standards (CCSS) in English-language arts (ELA) and/or mathematics.

Content coverage of the CCSS will be evaluated for each strand within each subject area. Based on the total number of items per strand, a determination will be made about whether the diagnostic assessment is sufficiently aligned with the CCSS.

2. Validity and Appropriateness for Intended Use

EC Section 60644 also specifies that the CDE shall ensure that the selected grade two diagnostic assessments are valid for purposes of identifying particular knowledge or skills a pupil has or has not acquired in order to inform instruction and make educational decisions. The purpose of these assessments shall be to aid teachers and to gain information about the developing language arts and computations skills of pupils in grade two.

Evidence regarding the validity of the diagnostic assessment as specified in Section V, Part 2, Sub-section 2a will be evaluated to make a determination about whether the diagnostic assessment meets the legal requirements. In particular, evidence provided about the scoring process and inferences made from student scores, the description of student scores including a student report and guidance on score interpretation and use by classroom teachers, and a sample test will aid reviewers in determining whether the proposed diagnostic assessment is able to identify particular knowledge or skills a pupil has or has not acquired. Evidence about whether the diagnostic assessment is developmentally appropriate and does exhibit bias toward any particular group of students, including ELs and students with disabilities will also be evaluated.

3. Reliability

Reliability refers to the accuracy of test results. A wide range of circumstances may cause test results to vary, but for a test to be reliable for informing instruction and making educational decisions for pupils in grade two, variations must be minimized.

Evidence regarding the reliability of the diagnostic assessment in informing instruction and making educational decision for pupils in grade two will be evaluated to determine if this criterion is satisfied (see Section V, Part 2, Sub-section 2b).